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ABSTRACT

The tenth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on discipline and is presented in two documents. This document is a self-instructional text with audiotape and intrinsically programed sections. EM 010 441 is the tape script, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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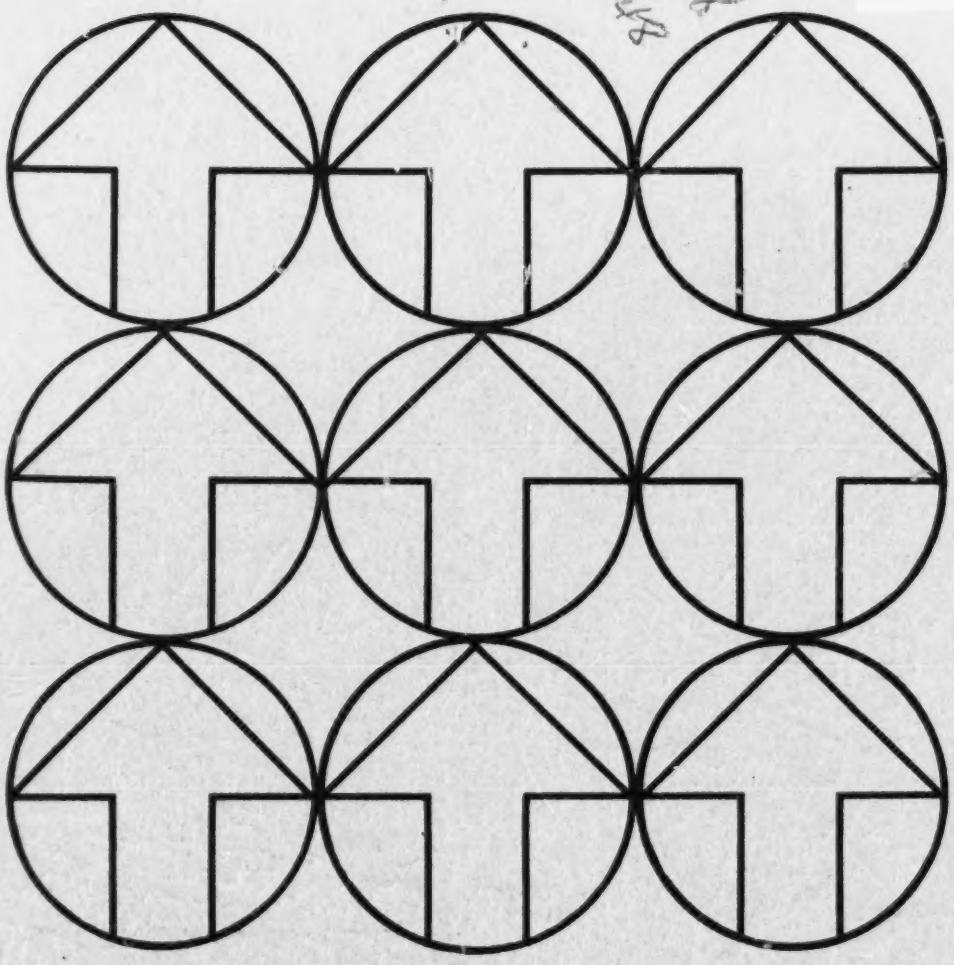

Introduction To Psychology And Leadership

Volume X

Discipline

EM 010 446

ED 071300

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segments I & II

Volume X

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Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment 1

Introduction to Discipline

Intrinsically Programed Booklet

(HMIPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"Strong and resolute leadership will result in a well disciplined Army of the United States..."

General Alexander M. Patch

The problem with offering instructional segments on the concept of discipline is the nagging thought that contemporary readers view the subject with suspicion and mistrust. There is a prevalent feeling that discipline is at least archaic and unhealthy, and at worst, brutal and dehumanizing. Nothing could be further from the truth, since proper discipline is healthy and necessary for the individual as well as the group. It makes possible the realization of every enterprise, and its absence almost completely assures a complete collapse of any endeavor beyond the bright idea stage. This segment, using a historical approach, explains what can be considered the evolution of discipline in the military to what might be called an enlighted and positive approach.

INTRODUCTION TO DISCIPLINE

(If you have an audiotape, listen to PART I before reading this page.

If you do not have an audiotape, begin on page *vi* of the Audio Script for this segment.)

Discipline is involved with:

1. Subjection to a control exerted for the good of the whole, and,

2. Adherence to rules or policies intended for the orderly coordination of effort.

(Now go to page 2 and refer to it while listening to PART II of the tape.)

The relationship of discipline to order is that order and discipline are inseparable; they depend on constant example and training.

(Now, turn to page 3.)

Which one of the following best indicates the involvements of discipline and the relationship of discipline to order?

a. Discipline implies that people will make maximum contributions to the attainment of their ultimate objectives. The relationship of discipline to order is that discipline generally carries a connotation of greater severity than order.

b. Discipline implies subjection to control exerted for the good of the whole and adherence to rules or polices intended for the orderly coordination of effort. The relationship of discipline to order is that discipline generally carries a connotation of greater severity than order.

c. Discipline implies subjection to control exerted for the good of the whole and adherence to rules or policies intended for the orderly coordination of effort. The relationship of discipline to order is that the two are inseparable; they depend on constant example and training.

d. Discipline implies that people will make maximum contributions to the attainment of their ultimate objectives. The relationship of discipline to order is that the two are inseparable; they depend on constant example and training.

(When you have selected your answer, turn to page 6 and compare your answer with the correct answer.)

Discipline is necessary for an ordered way of life because:

1. Most individuals work better and are happier when they are conforming to an ordered way of life.
2. Good discipline promotes individual growth.
3. Good discipline develops potential and stimulates achievement.

(Now, turn to page 5.)

Which one of the following correctly states the necessity for discipline?

a. Discipline is necessary because it is the basis of a true democracy and because society needs discipline in the military, in schools, in church organizations, on highways, on athletic teams, and in business. (Go to page 7.)

b. Discipline is necessary because most individuals work better and feel happier following an ordered way of life, because good discipline promotes individual growth, and because good discipline develops potential and stimulates achievement. (Go to page 11.)

c. Discipline is necessary because it is the basis of a true democracy, because most individuals work better and feel happier following an ordered way of life, and because society needs discipline in the military, in schools, in church organizations, on highways, on athletic teams, and in business. (Go to page 8.)

d. Discipline is necessary because good discipline promotes individual growth, because good discipline develops potential and stimulates achievement, and because it is the basis of a true democracy. (Go to page 12.)

Your Answer should have been: c

Discipline implies subjection to control exerted for the good of the whole and adherence to rules or policies intended for the orderly coordination of effort. The relationship of discipline to order is that the two are inseparable; they depend on constant example and training.

(Now, go to page 4 and refer to it while listening to PART III of the tape.)

Your Answer: a

Discipline is necessary because it is the basis of a true democracy and because society needs discipline in the military, in schools, in church organizations, on highways, on athletic teams, and in business.

Since neither of these is a reason for the necessity for discipline, you should go to page 4, read the information again, and then select a better answer from page 5.

Your Answer: c

Discipline is necessary because it is the basis of a true democracy, because most individuals work better and feel happier following an ordered way of life, and because society needs discipline in the military, in schools, in church organizations, on highways, on athletic teams, and in business.

You were correct in stating that discipline is necessary because most individuals work better and feel happier following an ordered way of life. Other reasons that should have been stated are that good discipline promotes individual growth and that good discipline develops potential and stimulates achievement.

(Now, go to page 9 and refer to it while listening to PART IV of the tape.)

Factors common to definitions of discipline are:

1. The attitude of the individual,
2. Doing the right thing, and
3. Being self-imposed.

(Now, turn to page 10.)

Select the factors common to the definitions of discipline.

a. Subjection to a control exerted for the good of the whole and adherence to rules or policies intended for the orderly coordination of effort

b. A connotation of severity and the unreasonable curtailment of freedom

c. The attitude of the individual, doing the right thing, and being self-imposed

(Now, turn to page 13 to confirm your answer.)

Your Answer: b

Discipline is necessary because most individuals work better and feel happier following an ordered way of life, because good discipline promotes individual growth, and because good discipline develops potential and stimulates achievement.

This answer correctly states the necessity of discipline.

(Now, go to page 9 and refer to it while listening to PART IV of the tape.)

Your Answer: d

Discipline is necessary because good discipline promotes individual growth, because good discipline develops potential and stimulates achievement, and because it is the basis of a true democracy.

You were correct in selecting the first and second reasons for the necessity of discipline. You should also have selected the reason that most individuals work better and feel happier following an ordered way of life.

(Now, go to page 9 and refer to it while listening to PART IV of the tape.)

Your Answer should have been: c

The attitude of the individual, doing the right thing, and being self-imposed

---

(Now, go to page 14 and refer to it while listening to PART V of the tape.)

The relationship of discipline to morale is that they are mutually reinforcing and that they are both primary responsibilities of the leader.

(Now go to page 15 and refer to it while listening to PART VI of the tape.)

Where numbers, equipment, discipline, and quality of leadership are relatively equal, superior morale is almost certain to decide the issue.

(Now, turn to page 16.)

Select the paragraph that correctly states the relationship between discipline and morale.

a. The relationship between discipline and morale is that they are mutually reinforcing. They are both primary responsibilities of the leader.

b. The relationship between discipline and morale is that discipline carries the connotation of greater severity than morale. They are both primary responsibilities of the leader.

c. The relationship between discipline and morale is that they are inseparable. They both depend on constant example and training.

d. The relationship between discipline and morale is that discipline carries the connotation of greater severity than morale. They are mutually reinforcing.

(Now, turn to page 20 to confirm your answer.)

Your Answer: a

Indifference level, attitude level, and rationale level

(Since none of these is a level of self-discipline, you should go to page 18, read the information again, and then select a better answer from page 19.)

The levels of self-discipline include the:

1. Compliance level,
2. Acceptance level, and
3. Internalization level.

(Now, turn to page 19.)

Select the levels of self-discipline.

a. Indifference level, attitude level, and rationale level (Go to page 17.)

b. Indifference level, compliance level, and acceptance level (Go to page 24.)

c. Compliance level, acceptance level, and rationale level (Go to page 26.)

d. Compliance level, acceptance level, and internalization level (Go to page 21.)

Your Answer should have been: a

The relationship between discipline and morale is that they are mutually reinforcing. They are both primary responsibilities of the leader.

(Now, go to page 18 and refer to it while listening to PART VII of the tape.)

Your Answer: d

Compliance level, acceptance level, and internalization level

You were correct in selecting the three levels of self-discipline.

(Now, go to page 22 and refer to it while listening to PART VIII of the tape.)

The levels of self-discipline include the compliance level, the acceptance level, and the internalization level.

At the compliance level an individual obeys orders and adheres to group norms. He performs his duties without actually accepting orders.

At the acceptance level an individual identifies with the organization and attempts to make or remake himself in its image.

At the internalization level an individual obtains his cues and responses from his own value structure, attitudes, and intensely held beliefs rather than from the group, leader, or organization. He is said to be self-disciplined.

(Now, turn to page 23.)

ENS Fleming, who holds a B.S. degree in electronics engineering, was initially assigned as Electronics Material Officer aboard a guided missile frigate, but was considered as a technical specialist in that area rather than as a line officer. In a short while he began adjusting to the conditions of differential treatment by taking each day as it came along and by doing just as he was told.

Upon promotion, LTJG Fleming was transferred to a destroyer. He is now assigned as a department head and is no longer treated as an electronics specialist. His own standards of high performance and his considerate, efficient management of subordinates now determine his actions.

Select the levels along the continuum of self-discipline illustrated in this example.

a. Compliance and internalization
(Go to page 27.)

b. Compliance and acceptance
(Go to page 28.)

c. Acceptance and internalization
(Go to page 31.)

d. Acceptance and compliance
(Go to page 25.)

Your Answer: b

Indifference level, compliance level, and acceptance level

You were correct in selecting the compliance level and the acceptance level. The third level of self-discipline is the internalization level.

(Now, go to page 22 and refer to it while listening to PART VIII of the tape.)

Your Answer: d

Acceptance and compliance

Since LTJG Fleming's actions aboard the guided missile frigate were not evidence of the acceptance level of self-discipline and his actions aboard the destroyer were not examples of the compliance level, you should go to page 22, read the information again, and then select a better answer from page 23.

Your Answer: c

Compliance level, acceptance level, and rationale level

You were correct in selecting the compliance level and the acceptance level. The third level of self-discipline is the internalization level.

(Now, go to page 22 and refer to it while listening to PART VIII of the tape.)

Your Answer: a

Compliance and internalization

You were correct is identifying LTJG Fleming's actions aboard the guided missile frigate as the compliance level and his actions aboard the destroyer as the internalization level of self-discipline.

(Now, go to page 29 and refer to it while listening to PART IX of the tape.

Your Answer: b

Compliance and acceptance

You were correct in identifying LTJG Fleming's actions aboard the guided missile frigate as the compliance level of self-discipline. You should have identified his actions aboard the destroyer as the internalization level since he was obtaining his cues and responses from his own value structure, attitudes, and intensely held beliefs rather than from the leader, group, or organization.

(Now, go to page 29 and refer to it while listening to PART IX of the tape.)

Discipline affects esprit de corps by determining the willingness of group members to forego individual satisfaction in order to fulfill the needs of the group and its mission and by contributing toward unit effectiveness.

(Now, turn to page 30.)

Select the paragraph that correctly describes the effects of discipline on esprit de corps.

a. Discipline affects esprit de corps by imposing endless restrictions on personal freedom and unnecessary restraints on personal conduct.

b. Discipline affects esprit de corps by determining the willingness of group members to forego individual satisfaction in order to fulfill the needs of the group and its mission and by contributing toward unit effectiveness.

c. Discipline affects esprit de corps by creating a conflict between the ultimate goals of the group and individuals in the group.

(Now, turn to page 32 to confirm your answer.)

Your Answer: c

Acceptance and internalization

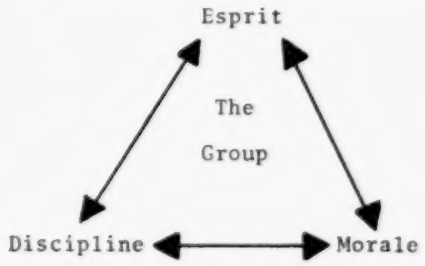
You were correct in identifying LTJG Fleming's actions aboard the destroyer as the internalization level of self-discipline. You should have identified his actions aboard the guided missile frigate as the compliance level because he was performing his duties without actually accepting the orders.

(Now, go to page 29 and refer to it while listening to PART IX of the tape.)

Your Answer should have been: b

Discipline affects esprit de corps by determining the willingness of group members to forego individual satisfaction in order to fulfill the needs of the group and its mission and by contributing toward unit effectiveness.

(Now, go to page 33 and refer to it while listening to PART X of the tape.)



The diagram above shows that discipline, morale, and esprit de corps are mutually reinforcing.

(Now, turn to page 34.)

Select the paragraph that correctly states the relationship between discipline, morale, and esprit de corps.

a. Discipline, morale, and esprit de corps are inseparable; they depend on constant example and training.

b. Discipline, morale, and esprit de corps depend on the value structure, attitudes, and intensely held beliefs.

c. Discipline discourages morale and esprit de corps.

d. Discipline, morale, and esprit de corps are mutually dependent and mutually reinforcing.

(Now, turn to page 39 to confirm your answer.)

Historical concepts of discipline include those stated by Captain E. A. Ellis, U. S. Army, in 1895 which are:

1. Rigid adherence to rules, regularity, subordination, and devotion to the established government for the subordinate.

2. Authoritarian domination by the leader and use of extreme punishment to enforce discipline.

3. No privileges or concern for the welfare of the subordinate.

(Now go to page 36 and refer to it while listening to PART XII of the tape.)

Historical concepts of discipline include those stated by Captain M. B. Stewart, U. S. Army, in 1905 which are:

1. Manipulation, persuasion, and group acceptance of authority, and

2. A rational, managerial approach to the organizing of men for combat.

(Now, go to page 37.)

Select those concepts of military discipline set forth by Stewart in 1905.

a. Rigid adherence to rules, regularity, subordination, and devotion to the established government for the subordinate

b. A rational, managerial approach to the organizing of men for combat

c. No privileges or concern for the welfare of the subordinate

d. Authoritarian domination by the leader and use of extreme punishment to enforce discipline

e. Manipulation, persuasion, and group acceptance of authority

---

(Now turn to page 40 to confirm your answer.)

Your Answer: d

A rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment, and balance between military discipline and democratic political processes.

You were correct in selecting the concept of balance between military discipline and democratic political processes. You should also have selected the concepts of perseverance in the face of adversity, initiative, psychology, and morale.

(Now, go to page 45 and refer to it while listening to PART XIV of the tape.)

Your Answer should have been: d

Discipline, morale, and esprit de corps are mutually dependent and mutually reinforcing.

(Now, go to page 35 and refer to it while listening to PART XI of the tape.)

You should have identified concepts b. and e. as Stewart's

b. A rational, managerial approach to the organizing of men for combat

e. Manipulation, persuasion, and group acceptance of authority

---

(Now go to page 42 and refer to it while listening to PART XIII of the tape.)

Your Answer: a

Clean living, honorable dealing, and enthusiastic devotion to country; a rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment; the leader's interest in the material well-being of the subordinate, interest in the competence of overall leadership through personal example and ideals; and self-reliance, pride and self-confidence.

Since you selected the essentials of military discipline as defined by Stewart instead of the basic concepts of positive discipline, you should go to page 42, read the information again, and then select a better answer from page 43.

The basic concepts of positive discipline established by 1914 were:

1. Perseverance in the face of adversity,
2. Initiative,
3. Psychology,
4. Morale, and
5. Balance between military discipline and democratic political processes.

(Now, turn to page 43.)

Select the basic concepts of positive discipline.

a. Clean living, honorable dealing, and enthusiastic devotion to country; a rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment; the leader's interest in the material well-being of the subordinate, interest in the competence of overall leadership through personal example and ideals; and self-reliance, pride, and self-confidence (Go to page 41.)

b. Perseverance in the face of adversity, initiative, psychology, and morale (Go to page 44.)

c. Perseverance in the face of adversity, initiative, psychology, morale, and balance between military discipline and democratic political processes (Go to page 47.)

d. A rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment, and balance between military discipline and democratic political processes (Go to page 38.)

Your Answer: b

Perseverance in the face of adversity, initiative, psychology, and morale

You were correct in selecting these concepts of positive discipline. You should also have included the concept of balance between military discipline and democratic political processes.

(Now, go to page 45 and refer to it while listening to PART XIV of the tape.)

Adjustments of the philosophy of discipline to changing conditions, identified by S. L. A. Marshall, include the following:

1. The quality of initiative in the individual has become the most prized of the military virtues as more firepower in weaponry has developed, forcing wider deployment of battle forces.

2. Weaponry has changed the nature of a combat unit from one in which every soldier is basically a solitary fighter to one in which every soldier is dependent on his immediate comrades as well as his own resources.

3. Technology of warfare is so complex that the coordination of a diverse group of specialists cannot be guaranteed simply by authoritarian discipline.

(Now, turn to page 46.)

Select the adjustments of the philosophy of discipline to changing conditions as defined by S. L. A. Marshall.

a. Peacetime service has become more acceptable to the public as modern armies are no longer made up of persons seeking an alternative to harsher discipline imposed by civil authority.

b. The quality of initiative in the individual has become the most prized of the military virtues as more firepower in weaponry has developed, forcing wider deployment of the battle forces.

c. The base of military discipline has become more authoritarian.

d. Weaponry has changed the nature of a combat unit from one in which every soldier is basically a solitary fighter to one in which every soldier is dependent on his immediate comrades as well as his own resources.

e. Technology of warfare is so complex that the coordination of a diverse group of specialists cannot be guaranteed simply by authoritarian discipline.

(Now, turn to page 49 to confirm your answer.)

Your Answer: c

Perseverance in the face of adversity, initiative, psychology, morale, and balance between military discipline and democratic political processes

You correctly identified the basic concepts of positive discipline.

(Now, go to page 45 and refer to it while listening to PART XIV of the tape.)

Your Answer: c

Both a historical and a contemporary concept of discipline

You were correct in identifying the concept as contemporary. However, it is not a historical concept.

(Now, go to page 57 and refer to it while listening to PART XVI of the tape.)

You should have selected all of the following adjustments:

b. The quality of initiative in the individual has become the most prized of the military virtues as more firepower in weaponry has developed, forcing wider deployment of the battle forces.

d. Weaponry has changed the nature of a combat unit from one in which every soldier is basically a solitary fighter to one in which every soldier is dependent on his immediate comrades as well as his own resources.

e. Technology of warfare is so complex that the coordination of a complex group of specialists cannot be guaranteed simply by authoritarian discipline.

(Now, go to page 52 and refer to it while listening to PART XV of the tape.)

Historical concepts of discipline include those stated by:

Ellis in 1895:

1. Rigid adherence to rules, regularity, subordination, and devotion to the established government

2. Authoritarian domination by the leader and use of extreme punishment to enforce discipline

3. No privileges or concern for the welfare of subordinates

Stewart in 1905:

1. Manipulation, persuasion, and group acceptance of authority

2. A rational, managerial approach to the organizing of men for combat

Contemporary concepts of discipline include those stated by S. L. A. Marshall as the subordinate's willingness to accept the authority, the expertise, the judgment, and the power of the leader.

(Now, turn to page 51.)

The subordinate's willingness to accept the authority, the expertise, the judgment, and the power of the leader is a:

a. Concept of self-discipline as well as a contemporary concept (Go to page 56.)

b. Contemporary concept of discipline (Go to page 59.)

c. Both a historical and a contemporary concept of discipline (Go to page 48.)

d. Historical concept of discipline (Go to page 54.)

Subordinates must willingly accept the authority, the expertise, the judgment, and the power of the leader. Modern discipline rests upon this basis.

(Now, turn to page 53.)

Select the one group of factors upon which modern discipline rests.

a. Rigid adherence to rules, regularity, subordination, and devotion to the established government.

b. Authoritarian domination and the use of extreme punishment to enforce discipline.

c. Manipulation, persuasion, and group acceptance of authority.

d. Perseverance in the face of adversity, initiative, psychology, morale, and balance between military discipline and democratic political processes.

e. The subordinate's willingness to accept the authority, the expertise, the judgment, and the power of the leader.

(Now, turn to page 55 to confirm your answer.)

Your Answer: d

Historical concept of discipline

Since the subordinate's willingness to accept the authority, the expertise, the judgment, and the power of the leader is not a historical concept of discipline, you should go to page 50, read the information again, and then select a better answer from page 51.

Your Answer: e

The subordinate's willingness to accept the authority, the expertise, the judgment, and the power of the leader.

(Now, turn to page 50 and read the brief summary there.)

Your Answer: a

Concept of self-discipline as well as a contemporary concept

You were correct in identifying this concept as contemporary. However, it is not a concept of self-discipline.

(Now, go to page 57 and refer to it while listening to PART XVI of the tape.)

Characteristics of positive discipline are:

1. Existing not only while men are under supervision but also while they are off duty,

2. Voluntary, and

3. Based on knowledge, reason, loyalty, and a sense of duty.

(Now, turn to page 58.)

Select the characteristics of positive discipline.

a. Existing not only while men are under supervision but also while they are off duty; voluntary, and based on knowledge, reason, loyalty, and a sense of duty
(Go to page 60.)

b. Rigid adherence to rules, regularity, subordination, and devotion to the established government (Go to page 62.)

c. Voluntary, based on knowledge, reason, loyalty, and a sense of duty, and self-reliance, pride, and self-confidence
(Go to page 63.)

d. Based on knowledge, reason, loyalty, and a sense of duty, and a rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment
(Go to page 61.)

Your Answer: b

Contemporary concept of discipline

You correctly identified the concept of discipline.

(Now, go to page 57 and refer to it while listening to PART XVI of the tape.)

Your Answer: a

Existing not only while men are under supervision but also while they are off duty; voluntary, and based on knowledge, reason, loyalty, and a sense of duty

Your answer is correct.

(Now, go to page 64 and refer to it while listening to PART XVII of the tape.)

Your Answer: d

Based on knowledge, reason, loyalty, and a sense of duty, and a rigid behavior code for the purpose of correction, guidance, and encouragement rather than punishment

You were correct in selecting the characteristic of being based on knowledge, reason, loyalty, and a sense of duty. You should also have selected the characteristic of existing not only while men are under supervision but also while they are off duty, and of being voluntary.

(Now, go to page 64 and refer to it while listening to PART XVII of the tape.)

Your Answer: b

Rigid adherence to rules, regularity, subordination, and devotion to the established government

Since none of these is a characteristic of positive discipline, you should go to page 57, read the information again, and then select a better answer from page 58.

Your Answer: c

Voluntary, based on knowledge, reason, loyalty, and a sense of duty, and self-reliance, pride, and self-confidence

You were correct in selecting the characteristic of being voluntary and of being based on knowledge, reason, loyalty, and a sense of duty. You should also have selected the characteristic of existing not only while men are under supervision but also while they are off duty.

(Now, go to page 64 and refer to it while listening to PART XVII of the tape.)

The best discipline is self-discipline.

The self-disciplined officer does the right thing because he wants to, whether on or off duty, even in the absence of a senior.

(Now, turn to page 65.)

Select the best example of self-discipline.

a. The midshipman company commander who does what the USNA regulations specifically require and nothing more

b. The midshipman company commander who makes an inspection of his company area each day, including weekends, when he is aboard, to insure that his company has the best looking area in the brigade

---

(Now, turn to page 67 to confirm your answer.)

Your Answer should have been: b

Voluntary and internally motivated; based on knowledge, logic, loyalty, and a sense of duty; regulation of behavior by evaluating the projected line of action in terms of Navy regulations and customs and traditions of the service; a common conception of proper conduct in a variety of relevant situations; and obedience to and cooperation with seniors

---

(Now, go to page 72 and refer to it while listening to PART XIX of the tape.)

Your Answer should have been: b

The midshipman company commander who makes an inspection of his company area each day, including weekends, when he is aboard, to ensure that his company has the best looking area in the brigade

---

(Now, go to page 69 and refer to it while listening to PART XVIII of the tape.)

Your Answer: a

Negative discipline and the characteristic of the exercise of corrective measures or the application of punishment and penalties to condition future behavior

Since the example illustrated neither negative discipline nor the characteristic described above, you should go to page 76, read the information again, and then select a better answer from page 77.

The elements of self-discipline are:

1. Voluntary and internally motivated,
2. Based on knowledge, logic, loyalty, and a sense of duty,
3. Regulation of behavior by evaluating the projected line of action in terms of organizationally approved standards,
4. A common conception of proper conduct in a variety of relevant situations, and
5. Obedience to and cooperation with seniors.

(Now, turn to page 70.)

Select the elements of self-discipline.

a. Existing not only while men are under supervision but also while they are off duty, voluntary, and based on knowledge, reason, loyalty, and a sense of duty

b. Voluntary and internally motivated; based on knowledge, logic, loyalty, and a sense of duty; regulation of behavior by evaluating the projected line of action in terms of Navy regulations and customs and traditions of the service; a common conception of proper conduct in a variety of relevant situations; and obedience to and cooperation with seniors

c. Willingness to accept the authority, the expertise, the judgment, and the power of the leader

d. Perseverance in the face of adversity, initiative, psychology, and morale, and balance between military discipline and democratic political processes

---

(Now, turn to page 66 to confirm your answer.)

Your Answer: b

Positive discipline and the characteristics of manipulation, persuasion, and group acceptance of authority

You were correct in identifying the example as positive discipline. You should have identified the characteristics as being voluntary and being based on knowledge, reason, loyalty, and a sense of duty.

(Now, go to page 79 and refer to it while listening to PART XXI of the tape.)

The basis of negative discipline is the fear of consequences that will follow a violation of rules or practices.

(Now, turn to page 73.)

Select the basis of negative discipline.

a. Rigid adherence to rules, regularity, subordination, and devotion to the established government

b. Perseverance in the face of adversity

c. Fear of the consequences that will follow a violation of rules or practices

d. Willingness to accept the authority, the expertise, the judgment, and the power of the leader

(Now, turn to page 75 to confirm your answer.)

Your Answer: c

Historical discipline and the characteristics of being voluntary and being based on knowledge, reason, loyalty, and a sense of duty

You incorrectly identified the characteristics illustrated in the example. You should have identified the type of discipline as positive discipline.

(Now, go to page 79 and refer to it while listening to PART XXI of the tape.)

You should have selected: c

Fear of the consequences that will follow a violation of rules or practices

---

(Now, turn to page 76 and refer to it while listening to PART XX of the tape.)

Types of discipline include positive discipline and negative discipline.

Positive discipline is defined as a composite of techniques aimed at developing a state of mind in which individuals endeavor to do the right thing, with or without specific instructions.

Positive discipline has the characteristics of being voluntary and based on knowledge, reason, loyalty, and a sense of duty.

Negative discipline is defined as the exercise of corrective measures or the application of punishment and penalties to condition future behavior, not only in the individual subordinate concerned, but in the subordinate's group as well.

Negative discipline has the characteristic of being based on fear of the consequences that will follow a violation of rules or practices.

(Now, turn to page 77.)

Notes in the Brigade Bulletin, announcements by the Brigade Commander in the mess hall, discussions by the Company Commanders, and handouts were used before Alumni Weekend. All were aimed at developing a state of mind in which individual members of the Brigade would make the alumni welcome and present the proper image of the Academy. The midshipmen of the Brigade, being well informed and aware of the necessity of their good conduct, displayed their loyalty and sense of duty by cooperating fully. A group also served as escorts for an alumni class which was celebrating its 50th Anniversary.

Select the type of discipline and the characteristics illustrated in this example.

a. Negative discipline and the characteristic of the exercise of corrective measure or the application of punishment and penalties to condition future behavior (Go to page 68.)

b. Positive discipline and the characteristics of manipulation, persuasion, and group acceptance of authority (Go to page 71.)

c. Historical discipline and the characteristics of being voluntary and being based on knowledge, reason, loyalty, and a sense of duty (Go to page 74.)

d. Positive discipline and the characteristics of being voluntary and being based on knowledge, reason, loyalty, and a sense of duty (Go to page 78.)

Your Answer: d

Positive discipline and the characteristics of being voluntary and being based on knowledge, reason, loyalty, and a sense of duty

You correctly identified the type of discipline and the characteristics illustrated in the example.

(Now, go to page 79 and refer to it while listening to PART XXI of the tape.)

Major considerations in administering punishment (negative discipline) are:

1. Maintaining firm discipline by prompt, uniform, and adequate punishment of infractions, and by being consistent, but not inflexible; being loyal to your subordinates, taking an interest in them, making sure they are granted deserved rights and privileges

2. Following the practices of:

   a. Commending publicly and reprimanding privately

   b. Not losing one's temper or using sarcasm or ridicule in dealing with the men

   c. Keeping the men out of trouble and detecting trouble before it becomes serious

---

(Now, turn to page 80.)

Select the paragraph(s) stating the major considerations in administering punishment (negative discipline).

a. Regulation of behavior by evaluating the projected line of action in terms of organizationally approved standards

b. The practices of commending publicly and reproving privately, not losing one's temper or using sarcasm and ridicule in dealing with the men, and keeping the men out of trouble and detecting trouble before it becomes serious

c. Rigid adherence to rules, regularity, subordination, and devotion to the established government and willingness to accept the authority, the expertise, the judgment, and the power of the leader

d. Maintaining firm discipline by prompt, uniform, and adequate punishment of infractions and by granting rights and earned privileges

---

(Now, turn to page 82 to confirm your answer.)

Your Answer: c

He has not tried to detect trouble before it becomes serious and he has lost his temper and used sarcasm and ridicule in dealing with his men.

You were correct in selecting these errors. You should also have recognized the error of reproving his men publicly.

(Now, go to page 89 and refer to it while listening to PART XXII of the tape.)

You should have selected both of these as your answer: b, d

The practices of commending publicly and reproving privately, not losing one's temper or using sarcasm and ridicule in dealing with the men, and keeping men out of trouble and dectecting trouble before it becomes serious

Maintaining firm discipline by prompt, uniform, and adequate punishment of infractions and by granting rights and earned privileges

---

(Now, turn to page 85.)

Major considerations in administering punishment (negative discipline) are:

1. Maintaining firm discipline by prompt, uniform, and adequate punishment of infractions and by granting rights and earned privileges, and
2. Following the practices of:
   a. Commending publicly and reprimanding privately,
   b. Gaining the confidence of one's men and being worthy of it,
   c. Not losing one's temper or using sarcasm or ridicule in dealing with the men,
   d. Not neglecting or coddling the men or playing the clown, and
   e. Keeping the men out of trouble and detecting trouble before it becomes serious.

(Now, turn to page 84.)

The Company Commander, who gave little attention to routine daily room inspections, has just completed a thorough, formal Saturday room inspection of the company. Every room has been under extreme scrutiny, and the Company Commander has noticed some gross rooms. At the Saturday formation, he angrily criticizes several of the squads with a tirade of snide comments.

The Company Commander has improperly administered negative discipline in the situation above.

Which of the following specifies all of the errors he has committed?

a. He has neglected and coddled his company and played the clown. (Go to page 86.)

b. He has not tried to detect trouble before it becomes serious, he has reproved his company publicly, and he has lost his temper and used sarcasm and ridicule in dealing with his company. (Go to page 88.)

c. He has not tried to detect trouble before it becomes serious and he has lost his temper and used sarcasm and ridicule in dealing with his company. (Go to page 81.)

d. He has reproved his company publicly and has not tried to detect trouble before it becomes serious. (Go to page 92.)

LTJG Smith is the ship's navigator and QMC Middleton is a very proficient navigator's assistant at sea who can work out star sights and handle the sextant. Middleton has keen eyesight and he is a good supervisor over the QM and SM personnel on the bridge. Middleton, however, is prone to excessive drinking whenever the ship is in port and he has liberty. Returning from one of these drinking episodes, Middleton is intoxicated, stumbles into the wardroom and demands to speak to LTJG Smith.

What is the best response for LTJG Smith to make?

a. Call for the Master-at-Arms to escort Chief Middleton back to the chief's quarters.

b. Announce to QMC Middleton: "Chief, you're drunk. I won't talk with you until you are sober."

c. Talk to Chief Middleton in the wardroom.

(Now, turn to page 87 to confirm your answer.)

Your Answer: a

He has neglected and coddled his men and has played the clown.

Since these are not the errors in administering negative discipline in the example, you should go to page 83, read the information again, and then select a better answer from page 84.

You should have selected answer: a

Call for the Chief Master-at-Arms to escort Chief Middleton back to the chief's quarters.

(Now, turn to page 83 for a brief review.)

Your Answer: b

He has not tried to detect trouble before it becomes serious, he has reproved his men publicly, and he has lost his temper and used sarcasm and ridicule in dealing with his men.

You correctly identified the errors in administering negative discipline.

(Now, go to page 89 and refer to it while listening to PART XXII of the tape.)

Indicators of individual discipline are:

1. Professionalism and devotion to duty;
2. Attention to details such as who, what, where, when, and why;
3. Proper conduct on and off duty;
4. Standards of dress, bearing, and cleanliness;
5. Alert responses;
6. Prompt and correct action in an emergency;
7. Careful use of property;
8. The degree of enthusiasm exhibited;
9. A high degree of self-discipline; and
10. Cooperative attitudes among the men.

(Now, turn to page 90.)

HM1 Perkins, known as Doc Perkins aboard the destroyer, is responsible for the health of 250 shipmates. He studies the latest information on communicable diseases whenever he has a chance, and various medical officers have commented during their inspections on his knowledge of communicable diseases and proper diagnosis. Perkins carefully maintains equipment and adequate medical supplies. He is quick to reach the scene of any accident with effective treatment.

Select the indicators of individual discipline clearly apparent in this example.

a. Cooperative attitudes among men

b. Professionalism and devotion to duty

c. Standards of dress, bearing, and cleanliness

d. Careful use of property

e. Prompt and correct action in an emergency

(Now, turn to page 93 to confirm your answer.)

Your Answer: d

Proper senior-subordinate relations; a consistently high level of performance; proper conduct on and off duty; standards of dress, bearing and cleanliness; alert responses; prompt and correct action in an emergency; and careful use of property.

You were correct in selecting proper senior-subordinate relations and a consistently high level of performance as indicators of group discipline. You should also have selected demonstrated confidence in the performance of duties both by subordinates in their performance and by superiors toward subordinates, demonstrated mutual respect in the unit as evidenced by observance of military courtesy and a minimum of personal conflicts, a low incidence of punishable behavior, and a minimal need for counseling by outside agencies.

(Now, go to page 98 and refer to it while listening to PART XXIV of the tape.)

Your Answer: d

He has reproved his men publicly and has not tried to detect trouble before it becomes serious.

You were correct in selecting these errors. You should also have recognized the error of losing his temper and using sarcasm and ridicule in dealing with his men.

(Now, to to page 89 and refer to it while listening to PART XXII of the tape.)

You should have selected all of the following as your answer:

b. Professionalism and devotion to duty

d. Careful use of property

e. Prompt and correct action in an emergency

(Now, go to page 95 and refer to it while listening to PART XXIII of the tape.)

Your Answer: a

Professionalism and devotion to duty; attention to details such as who, what, where, when, and why; proper conduct on and off duty; standards of dress, bearing, and cleanliness; a consistently high level of performance; a low incidence of punishable behavior; and a minimal need for counseling by outside agencies

You were correct in selecting a consistently high level of performance, a low incidence of punishable behavior, and a minimal need for counseling by outside agencies as indicators of group discipline. You should also have selected proper senior-subordinate relations, demonstrated confidence in the performance of duties both by subordinates in their performance and by superiors toward subordinates, and demonstrated mutual respect in the unit as evidenced by observance of military courtesy and a minimum of personal conflicts.

(Now, go to page 98 and refer to it while listening to PART XXIV of the tape.)

Indicators of group discipline are:

1. Proper senior-subordinate relations,

2. A consistently high level of performance,

3. Demonstrated confidence in the performance of duties both by subordinates in their performance and by superiors toward subordinates,

4. Demonstrated mutual respect in the unit as evidenced by observance of military courtesy and a minimum of personal conflicts, and

5. A low incidence of punishable behavior and minimal need for counseling by outside agencies.

(Now, turn to page 96.)

Select the indicators of discipline in the group.

a. Professionalism and devotion to duty; attention to details such as who, what, where, when, and why; proper conduct on and off duty; standards of dress, bearing, and cleanliness; a consistently high level of performance; a low incidence of punishable behavior; and a minimal need for counseling by outside agencies (Go to page 94.)

b. Proper senior-subordinate relations; a consistently high level of performance; demonstrated confidence in the performance of duties both by subordinates in their performance and by superiors toward their subordinates; demonstrated mutual respect in the unit as evidenced by observance of military courtesy and a minimum of personal conflicts; a low incidence of punishable behavior; and a minimal need for counseling by outside agencies (Go to page 100.)

c. Professionalism and devotion to duty; attention to details such as who, what, where, when, and why; proper conduct on and off duty; standards of dress, bearing, and cleanliness; alert responses; prompt and correct action in an emergency; careful use of property; the degree of enthusiasm exhibited; a high degree of self-discipline; and cooperative attitudes among the men (Go to page 97.)

d. Proper senior-subordinate relations; a constantly high level of performance; proper conduct on and off duty; standards of dress, bearing and cleanliness; alert responses; prompt and correct action in an emergency; and careful use of property (Go to page 91.)

Your Answer: c

Professionalism and devotion to duty; attention to details such as who, what, where, when, and why; proper conduct on and off duty; standards of dress, bearing, and cleanliness; alert responses; prompt and correct action in an emergency; careful use of property; the degree of enthusiasm exhibited; a high degree of self-discipline; and cooperative attitudes among the men.

Since none of these is an indicator of group discipline, you should go to page 95, read the information again, and then select a better answer from page 96.

Discipline in combat differs from discipline in peacetime in:

1. Prompt, strict compliance with orders,
2. Fear for one's life rather than fear of punishment, and
3. Priorities on survival rather than protocol, custom, or appearance.

(Now, turn to page 99.)

Select the paragraph that describes discipline in combat versus discipline in peacetime.

a. Discipline in combat differs from discipline in peacetime in prompt, strict compliance with orders and priorities on military discipline rather than a balance between military discipline and democratic processes. (Go to page 101.)

b. Discipline in combat differs from discipline in peacetime in prompt, strict punishment of infractions and priorities on military discipline rather than a balance between military discipline and democratic processes. (Go to page 103.)

c. Discipline in combat differs from discipline in peacetime in prompt, strict compliance with orders, fear for one's life rather than fear of punishment, and priorities on survival rather than protocol, custom, and appearance. (Go to page 104.)

d. Discipline in combat differs from discipline in peacetime in prompt, strict punishment of infractions, fear for one's life rather than fear of punishment, and priorities on survival rather than protocol, custom, and appearance. (Go to page 102.)

Your Answer: b

Proper senior-subordinate relations; a consistently high level of performance; demonstrated confidence in the performance of duties both by subordinates in their performance and by superiors toward their subordinates; demonstrated mutual respect in the unit as evidenced by observance of military courtesy and a minimum of personal conflicts; a low incidence of punishable behavior; and a minimal need for counseling by outside agencies.

You correctly identified the indicators of group discipline.

(Now, go to page 98 and refer to it while listening to PART XXIV of the tape.)

Your Answer: a

Discipline in combat differs from discipline in peacetime in prompt, strict compliance with orders and priorities on military discipline rather than a balance between military discipline and democratic processes.

You were correct in selecting the difference in prompt, strict compliance with orders. You should also have selected the differences of fear for one's life rather than fear of punishment and of priorities on survival rather than protocol, custom, or appearance.

(Now, turn to page 105.)

Your Answer: d

Discipline in combat differs from discipline in peacetime in prompt, strict punishment of infractions, fear for one's life rather than fear of punishment, and priorities on survival rather than protocol, custom, and appearance.

You were correct in selecting the differences of fear for one's life rather than fear of punishment, and of priorities on survival rather than protocol, custom, and appearance. You should have selected the difference in prompt, strict compliance with orders.

(Now, turn to page 105.)

Your Answer: b

Discipline in combat differs from discipline in peacetime in prompt, strict punishment of infractions and priorities on military discipline rather than a balance between military discipline and democratic processes.

Since this paragraph describes none of the differences between discipline in combat and discipline in peacetime, you should go to page 98, read the information again, and then select a better answer from page 99.

Your Answer: c

Discipline in combat differs from discipline in peacetime in prompt, strict compliance with orders, fear for one's life rather than fear of punishment, and priorities on survival rather than protocol, custom, and appearance.

You selected the correct description of discipline in combat versus discipline in peacetime.

(Now, turn to page 105.)

You have now completed Segment I of Part Ten, in which you have been introduced to the subject of discipline.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment I

Introduction to Discipline

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO DISCIPLINE

PROGRESS CHECK

Question 1.

Select the paragraph below which correctly states the necessity for discipline.

a. Discipline, although desirable, is not necessary for a military organization. Accomplishment of the mission is more dependent upon individual skill than group attitudes and cohesiveness.

b. Discipline is necessary for an ordered way of life. Order is an absolutely vital organizational state, therefore the leader must direct much of his attention to the maintenance of discipline.

c. Discipline is necessary for the achievement of morale and esprit de corps. Without esprit de corps, the organization has no chance of accomplishing its mission.

d. Discipline is necessary for the mental development of the individual members of the organization. Since this development is important to a leader, he must maintain discipline at all costs.

Question 2.

Select the paragraph which correctly identifies the implications of discipline and its relationship to order.

a. Discipline implies subjection to a control exerted for the benefit of the whole organization. It also implies that certain rules or policies are in effect which are necessary for the orderly coordination of efforts. Without the maintenance of discipline, order cannot exist in any military organization.

b. Discipline implies that the selective exercise of punishment techniques is employed by the leader to ensure that his organization remains cohesive. This type of discipline is necessary for the maintenance of order.

c. Discipline implies that individuals in an organization are subjected to unreasonable control; unreasonable to the extent that their personal freedoms are completely subordinated to the goals of the organization. Discipline and order are synonymous in this context.

d. Discipline implies that subjection to a control for the benefit of the group is an unnatural social state for man, and is only achieved by the use of harsh, authoritarian methods. Order, the result of good discipline, is necessary to the organization, but must be constantly reinforced.

Question 3.

When ENS Hathorne entered the Academy he wasn't sure that he really wanted to make the naval service a career. The first two years at Annapolis he observed all the rules and regulations and had achieved what few midshipmen are able to accomplish--"0" demerits the first two years. He still was not convinced that he wanted to be a naval officer. However, after the second class summer cruise and aviation indoctrination, Hathorne knew what he wanted to do. He wanted to become a naval aviator. During the last two years at the Academy, Hathorne devoted all his spare time to becoming thoroughly acquainted with naval aviation. He was a walking encyclopedia on the subject. On weekends he took private flying lessons. By graduation, Hathorne was dedicated to becoming the Navy's best pilot. Everything he did, from his own physical conditioning program to his private flying lessons, was oriented toward this personal goal.

Select the level along the continuum of self-discipline that ENS Hathorne had achieved upon graduation.

a. Compliance level
b. Acceptance level
c. Internalization level
d. None of the above

Question 4.

Select the paragraph which correctly states the relationship between discipline and morale.

a. A unit without morale can have discipline, and conversely, without discipline, the unit can enjoy acceptable levels of morale. The important point is that discipline and morale are not mutually reinforcing.

b. Morale and discipline are mutually reinforcing. Disciplinary problems occur less frequently as morale improves. Consequently, the necessity for the leader to maintain constant supervision is reduced.

c. As disciplinary problems increase in number, the morale of the organization will rise in a directly proportionate relationship. The leader must strive to reduce the incidence of disciplinary problems.

Question 5.

Military discipline in peace and war situations requires a rigid adherence to rules, regulations, subordination, and an unwavering devotion to the established government. Commanders should utilize extreme punishment in enforcing discipline. A Commander should both project and practice a type of discipline based on authoritarian domination.

Select from the terms listed the one which correctly identifies the above stated concept of discipline.

a. Contemporary

b. Psychological

c. Historical

d. Sociological

Question 6.

Select the statement(s) containing the factors upon which modern discipline rests.

a. The subordinates' understanding of the managerial and organizational necessity for discipline

b. The variety of actions available to the organization to ensure good discipline

c. The subordinates' willingness to accept the authority, expertise, judgment and power of the leader

d. All of the above

Question 7.

Machinist's Mate Schaffer was ordered by his Commanding Officer to lubricate all the refrigerating equipment in the galley. Schaffer noticed in the course of accomplishing this task that the airconditioning units were filthy and dry. He secured additional lubricants and proceeded to restore the airconditioners to an acceptable level of operation.

Select the statement which correctly states the type of discipline and its characteristics as illustrated by the example above.

a. Positive discipline--based on loyalty, knowledge, and a sense of propriety, knowing that his work will be inspected

b. Negative discipline--fear of the consequences that will follow a violation of rules or practices

c. Self-discipline--behavior is voluntary and internally motivated; behavior regulated by evaluation of projected line of action in terms of organizationally approved standards

d. Blind discipline--complete obedience motivated by the fear of physical harm

Question 8.

Select an element of self-discipline.

a. Self-discipline is based solely on the individual's desire to improve himself, not his unit.

b. A self-disciplined individual regulates his behavior by evaluating his projected line of action in terms of organizationally approved standards.

c. Self-discipline is motivated involuntarily, by the application of modern psychological methods.

d. A self-disciplined person acts on the belief that every situation is totally irrelevant to any other.

Question 9.

MIDN Hise was famous throughout the Brigade for his personal vigilance of the midshipmen uniform regulations. He held the record (and with a degree of pride) of "frying" the greatest number of plebes in one day. His eagle eye was not totally plebe-oriented; underclassmen in general got the detailed inspection each time Hise passed them. Not only did Hise stop and purposefully inspect underclassmen, he always found something wrong and put the man on report. Additionally he entered the offender's name in his famous "Black Book" with a statement, "You're in my 'Black Book', Mister, and if I catch you out of uniform again, you're going to be marching extra duty until June Week."

Select the statement of violations which MIDN Hise has committed.

a. Hise concentrated his negative discipline efforts on only one aspect of the regulations.

b. Hise has resorted to negative discipline without first trying to influence with positive discipline.

c. Hise has recorded the offender's name in his "Black Book."

d. Hise has been inconsistent in adherence to standards.

Question 10.

From the following choices, select those which are indicators of discipline in the group.

1. Informal relationships between officers and enlisted men
2. Demonstrated mutual respect in the unit
3. Variable levels of performance
4. Low incidence of punishable behavior

a. 3 and 4

b. 1 and 2

c. 1 and 3

d. 2 and 4

Ten/I/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Ten SEGMENT I

REMEDIATION TEXT Audio Script - Vol X Script

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-2
2	a	Pages 1-4
3	c	Pages 8-10
4	b	Pages 6-7
5	c	Page 13
6	c	Page 17
7	c	Pages 18-20
8	b	Pages 8, 9, 11, 19, 20
9	b	Pages 21-24
10	d	Pages 25-27
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment II

Development and Maintenance of Discipline

Intrinsically Programed Booklet

(HMIPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"God gave men dominion over the beasts and not over his fellow men unless they submit of their own free will."

Napoleon

The development and maintenance of discipline is both a skill and an art. This segment offers some tested guidelines for imbuing discipline in the group and suggests concrete techniques that are especially applicable for these times. With ideological differences causing some ripples in the previously placid military structure, the importance of maintaining postive discipline becomes greater.

DEVELOPMENT AND MAINTENANCE OF DISCIPLINE

(If you have an audiotape, listen to PART I before reading this page.

If you do not have an audiotape, begin on page *ii* of the Audio Script for this segment.)

Motives by which men are controlled to a large extent

1) Hope of reward

2) Fear of punishment

(Go to page 2.)

Which of the following indicates the motive(s) by which men are, to a large extent, controlled?

a. Hope of reward

b. Fear of punishment

c. Both of the above

d. None of the above

(When you have selected your answer, turn to page 6 and compare it with the correct answer.)

Your Answer: c

I don't know

The fact is that MIDN Aspro set out to attain a specific goal by rewarding the proper behavior. You should return to the example on page 5 and read it once again. This time, direct your attention to these specific points:

1) Did MIDN Aspro offer a reward that influenced the men to expend greater effort? (Did conduct improve?)

2) Was the reward one that would improve morale when obtained? (How did the winning platoon feel on Saturday morning?)

3) Did the reward reinforce the men's desire to continue doing well? (Did the number of conduct reports decrease only in the winning platoon? Did only the members of the winning platoon experience a reduction in extra duty assignments?)

(Return to page 5. Reread the situation and choose another answer.)

Advantages of reward as a motivating device:

1) A midshipman will expend greater effort to obtain a reward.

2) Obtaining a reward builds a midshipman's morale.

3) Obtaining a reward reinforces a midshipman's desire to continue to do well.

(Go to page 5.)

When MIDN Aspro took command of the battalion, he decided to see what he could do to reduce the number of Form Twos, and, thus, save a great deal of time for the battalion office watch. He finally decided to institute a "Platoon of the Week" program. The platoon that had committed the least number of offenses during the previous week would be excused from personnel inspection on Saturday. The prospect of being excused from inspection provided the motivation for good behavior, and each week the esprit de corps was reinforced. Every midshipman benefited, since there was less extra duty assigned. The number of conduct reports was noticeably reduced.

In this situation, MIDN Aspro set out to control behavior in his battalion by offering a suitable reward. Do you think he went about it in the right way?

a. Yes (Go to page 7.)

b. No (Go to page 8.)

c. I don't know (Go to page 3.)

c. Both of the above

Correct. All men, at some time or another, are motivated by both reward and punishment.

(Go to page 4 and refer to it while listening to PART II of the tape.)

Your Answer: a

Yes

That is correct. You, too, can expect favorable results when you tie performance to a suitable reward which will:

1) Influence the men to try harder
2) Build morale when obtain d
3) Reinforce the men's desire to continue doing well

(Go to page 9 and refer to it while listening to PART III of the tape.)

Your Answer: b

No

The reasoning behind your choice of this answer is not understood. Though you, personally, may prefer some other reward or some other method of striving for that reward, you must admit that he did attain the desired results: a noticeable reduction in conduct reports. In his particular case, you'll have to grant that he did go about it in the right way. He offered a reward that influenced the men to try harder, that built morale when obtained, and that reinforced the men's desire to continue doing well.

(Go to page 9 and refer to it while listening to PART III of the tape.)

Disadvantages of reward as a motivating device

1) Individuals may be encouraged to cheat.

2) Individuals may cease complying when no more rewards are available.

(Go to page 10.)

A division commander announced to his destroyer Captains that there would be a friendly competiton during an upcoming cruise. Since he wanted to stress fuel economy, the division commander advised the destroyer commanding officers that he would watch the noon fuel-on-board reports carefully to see which ship was steaming with the greatest engineering efficiency. When the division reached Pearl Harbor, the commander planned to write up a report, giving special praise to the ship in his division that used the least fuel on the cruise. Every ship was anxious to earn the honor. Aboard one ship, the Chief Engineer was so anxious that he based his fuel-on-board report on what other ships reported, rather than on actual consumption. When the ships refueled, the division commander discovered the obvious falsification of the daily fuel reports and decided not to write his report. The cruise was then resumed and, without the possibility of reward in the form of public praise, the fuel consumption of the entire division increased to precompetition levels.

We have already discussed the disadvantages to using rewards as a motivating device: 1) individuals may be encouraged to cheat; and 2) individuals may cease complying when rewards are no longer offered.

Select the disadvantage(s) clearly shown in the example above.

a. Disadvantage 1) is apparent.

b. Disadvantage 2) is apparent.

c. Disadvantages 1) and 2) are apparent.

d. None of the disadvantages are apparent.

(Now, turn to page 13 to confirm your answer.)

Granting the unexpected reward

1) Can bolster continued acceptable performance

2) Must be proportionate to the performance

(Go to page 12.)

Select the criterion for granting unexpected rewards.

a. The unexpected reward must be proportional to the performance for which it is given. Care should be taken, since it may encourage some men to try to attain the reward without having earned it.

b. The unexpected reward can reinforce continued acceptable performance. The nature of the reward is unimportant, only the fact that it is unexpected has influence.

c. The unexpected reward can reinforce continued acceptable performance. It should be proportional to the performance which earned it.

(Now, turn to page 14 to confirm your answer.)

Your Answer: c

Disadvantages 1) and 2) are apparent.

That is the correct choice. Both the first disadvantage (cheating) and the second (noncompliance without reward) are clearly shown in the example. One Chief Engineer dishonestly based fuel reports on the reports of other ships, rather than actual consumption. Later, the fuel consumption for the entire division returned to former (higher) levels when the reward was no longer offered.

(Go to page 11 and refer to it while listening to PART IV of the tape.)

c. The unexpected reward can reinforce continued acceptable performance. It should be proportional to the performance which earned it.

This is the correct answer.

(Go to page 16 and refer to it while listening to PART V of the tape.)

Your Answer: d

All of the above (are advantages of punishment as a motivating device).

That is correct. Please continue.

(Go to page 19 and refer to it while listening to PART VI of the tape.)

Advantages of punishment

1) It is easier to select a punishment that most men would wish to avoid than to select a reward that most men would try to obtain.

2) Punishment shows behaviors to be avoided.

3) It is easier to administer a punishment than a reward.

(Go to page 17.)

Select the advantage(s) of punishment as a motivating device.

a. Punishment shows behaviors to be avoided. (Go to page 21.)

b. It is easier to select a punishment that most men would wish to avoid than to select a reward that most men would try to obtain. (Go to page 18.)

c. It is easier to administer punishment than a reward. (Go to page 22.)

d. All of the above (Go to page 15.)

Your Answer: b

It is easier to select a punishment that most men would try to avoid than to select a reward that most men would try to attain.

That much is true, but it is only one-third of the correct response. Wouldn't you agree that punishment for an infraction of the rules clearly indicates poor behavior to be avoided in the future?

Further, it is easier to administer punishment than reward. For many infractions, the Commanding Officer is completely authorized to administer punishment suitable to the offense. Reward, however, frequently must be considered in light of other factors, such as: effect on others not receiving the reward, possibility of exceeding one's authority, effect on normal daily workload, etc.

(Go to page 19 and refer to it while listening to PART VI of the tape.)

Disadvantages of punishment

1) An unfulfilled threat of punishment causes individuals to lose fear of punishment.

2) Punishment does not show individuals what to do, only what not to do.

3) Punishment creates an adversary relationship between the leader and his subordinates.

(Go to page 20.)

Select the disadvantages of punishment as a motivating device.

a. The midshipman expends greater effort, his morale is raised and his desire to do well is increased.

b. Individuals may be encouraged to cheat and may cease complying when no more punishment is available.

c. An unfulfilled threat of punishment could cause the individual to lose his fear of punishment; it does not show what to do, only what not to do; it creates an adversary relationship between the leader and his subordinates.

d. It is harder to select and administer a punishment than a reward.

(Now, turn to page 23 to confirm your response.)

Your Answer: a

Punishment shows behaviors to be avoided.

That much is true, but it is only one-third of the correct response.

It is definitely easier to select punishment that most men want to avoid (extra duty) than it is to select a reward that most men will expend additional effort to attain (early liberty if it comes just before payday).

Further, it is easier to administer punishment than reward. A Commanding Officer, in most situations, is authorized to assign punishment suitable to the offense at the time the offense occurs; but the same officer must weigh possible rewards against such considerations as: effect on others not receiving the reward, possibly exceeding his authority, effect on the normal daily workload, etc.

(Go to page 19 and refer to it while listening to PART VI of the tape.)

Your Answer: c

It is easier to administer a punishment than a reward.

That much is true, but it is only one-third of the correct response.

Surely you wouldn't punish a man for displaying desired behavior. Instead, punishment for an infraction of the rules clearly indicates that that infraction should be avoided in the future.

Further, it really is easier to select punishment that most men want to avoid (extra duty) than it is to select a reward that most men will expend additional effort to attain (early liberty, if it comes just before payday).

(Go to page 19 and refer to it while listening to PART VI of the tape.)

c. An unfulfilled threat of punishment could cause the individual to lose his fear of punishment; it does not show what to do, only what not to do; it creates an adversary relationship between the leader and his subordinates.

That is the correct answer.

(Go to page 26 and refer to it while listening to PART VII of the tape.)

Your Answer: a

Although LT Johnson warned the men of "A" Division that their compartment would be inspected on Saturday morning, their quarters were judged to be in poor shape. As a result, weekend liberty was canceled until the compartment passed inspection. Liberty was finally granted late Saturday evening.

Group punishment was not correctly administered in this situation. Though such punishment can be effective, since it is based upon the "duty performance" of the men, the leader must be sure that the group is aware in advance of the punishment it risks for poor performance. Merely telling the men that inspection will be held is not appropriate warning of the punishment to expect for failure.

(Return to page 27 and select the correct situation.)

Your Answer: c

Following a long holiday weekend, LT Craig found that the men of his unit had sustained an unusually high rate of traffic violations and accidents. Although he sympathized with the men for the fines they had to pay and the injuries they received, LT Craig felt obligated to administer some form of punishment to the offenders. Since the Base Training Section was conducting a remedial driver training course during the evening hours, the lieutenant directed every man in the unit to attend. After all, every man would benefit from the additional training that might someday save his life.

LT Craig was in error when he handled the situation as above. Punishment for the group was not appropriate since the group had not been warned in advance. Just as important is the fact that the punishment was administered to the entire group as a result of off duty activities, rather than duty performance by the group.

(Return to page 27 and select the correct answer.)

Group Punishment

1) Appropriate when group is warned beforehand

2) Effective when based on duty performances rather than off duty activities

(Go to page 27.)

Select the situation below in which group punishment was appropriately and properly administered.

a. Although LT Johnson warned the men of "A" Division that their compartment would be inspected on Saturday morning, their quarters were judged to be in poor shape. As a result, weekend liberty was canceled until the compartment passed inspection. Liberty was finally granted late Saturday evening. (Go to page 24.)

b. Sensing that the men of his platoon were not giving proper attention to drill and ceremonies, the platoon leader, MIDN Foster, explained to the men that poor performance during the weekly parade would clearly indicate the necessity for additional drill practice over the weekend. At parade, their barely acceptable performance was evident to all. Proper parade drill was practiced until dusk Saturday. (Go to page 32.)

c. Following a long holiday weekend, LT Craig found that the men of his unit had sustained an unusually high rate of traffic violations and accidents. Although he sympathized with the men for the fines they had to pay and the injuries they received, LT Craig felt obligated to administer some form of punishment to the offenders. Since the Base Training Section was conducting a remedial driver training course during the evening hours, the lieutenant directed every man in the unit to attend. After all, every man would benefit from the additional training that might someday save his life. (Go to page 25.)

Techniques for establishing positive discipline

1) Maintain a general attitude of approval of the organization.

2) Let each mishipman know that his officers are behind him as long as he performs his duties to the best of his abilities.

3) Use education rather than punishment where permissible.

(Go to page 29 and refer to it while listening to PART IX of the tape.)

Techniques for establishing positive discipline

4) Let subordinates know what is expected of them.

5) Keep subordinates informed of their mission.

6) Keep subordinates informed of their progress.

(Go to page 30 and refer to it while listening to PART X of the tape.)

Techniques for establishing positive discipline

1) Maintain a general attitude of approval of the organization.

2) Let each man know that his officers are behind him as long as he performs his duties to the best of his abilities.

3) Use education rather than punishment where permissible.

4) Let subordinates know what is expected of them.

5) Keep subordinates informed of their mission.

6) Keep subordinates informed of their progress.

(Go to page 31.)

LTJG Duxbury had just been assigned the 1st Division. He was warned by the departing division officer that the division was made up of some pretty tough guys, and he knew there had been a rapid turnover of division officers. LTJG Duxbury accepted the challenges presented by the assignment. After a little personal investigation into the situation, he decided that the problems would be resolved if he could establish positive discipline in the 1st Division.

Which of the following correctly states the techniques LTJG Duxbury might use to establish positive discipline?

a. LTJG Duxbury could, at the outset, use education rather than punishment when tasks are improperly done or behavior is inappropriate. He could let the men know he will approve of them and the division as long as they accomplish their tasks. He could make very sure they know what is expected of them and that they know he is behind them as long as they are doing their best. He could keep the men informed of the mission and progress of the ship in general and their division in particular. He could see that the men know the requirements for advancement and help them progress toward advancement. (Go to page 33.)

b. LTJG Duxbury could, at the outset, severely punish all infractions so that the men will realize he means business and conform to escape his wrath. (Go to page 37.)

c. LTJG Duxbury could make sure the men know exactly what is expected of them, then let them know he will be behind them as long as they do what is expected of them as best they can. He could maintain a general attitude of approval of his division. (Go to page 34.)

d. LTJG Duxbury could keep the men informed of their mission and progress and use education instead of punishment wherever possible. (Go to page 38.)

Your Answer: b

Sensing that the men of his platoon were not giving proper attention to drill and ceremonies, the platoon leader, MIDN Foster, explained to the men that poor performance during the weekly parade would clearly indicate the necessity for additional drill practice over the weekend. At parade, their barely acceptable performance was evident to all. Proper parade drill was practiced until dusk Saturday.

In this situation, group punishment was appropriately and properly administered. It was explained in advance that punishment, in the form of additional drill, would be administered for poor performance. In addition, the punishment came as a result of poor duty performance rather than as a result of the group's off duty performance.

(Go to page 28 and refer to it while listening to PART VIII of the tape.)

Your Answer: a

LTJG Duxbury could, at the outset, use education rather than punishment when tasks are improperly done or behavior is inappropriate. He could let the men know he will approve of the men and the division as long as they accomplish their tasks. He could make very sure they know what is expected of them and that they know he is behind them as long as they are doing their best. He could keep the men informed of the mission and progress of the ship in general and of their division in particular. He could see that the men know the requirements for advancement and help them progress toward advancement.

These are the techniques for establishing positive discipline.

(Go to page 35 and refer to it while listening to PART XI of the tape.)

Your Answer: c

LTJG Duxbury could make sure the men know exactly what is expected of them, then let them know he will be behind them as long as they do what is expected of them as best they can. He could maintain a general attitude of approval of his division.

These are some of the techniques for establishing positive discipline. Other techniques are:

Use education instead of punishment when permissible.

Keep the men informed of their mission.

Keep the men informed of their progress.

(Go to page 35 and refer to it while listening to PART XI of the tape.)

Combat situations--Fear, panic, and discipline

Fear is a controllable emotion, always present in combat.

Panic is uncontrollable fear, resulting from

1) Extreme stress
2) Poor preparation
3) A breakdown of discipline

Discipline is lost when panic is present.

(Go to page 36.)

Which of the following correctly describes the relationships between fear, panic, and discipline?

a. The presence of fear results in a loss of discipline. Panic always results from a loss of discipline due to fear.

b. The presence of panic, whatever its original cause, results in a loss of discipline.

c. Fear, which is always present in combat, can become panic under extreme stress, when a person is poorly prepared, or when a breakdown of discipline occurs. The presence of panic, whatever its original cause, results in a loss of discipline.

d. Fear, which is always present in combat, can become panic under extreme stress, when a person is poorly prepared, or when a breakdown of discipline occurs.

(Go to page 39 to confirm your answer.)

Your Answer: b

LTJG Duxbury could, at the outset, severely punish all infractions so that the men will realize he means business and conform to escape his wrath.

Punishment creates negative discipline.

(Go back to page 30 and read the summary again. Then choose a better answer from page 31.)

Your Answer: d

LTJG Duxbury could keep the men informed of their mission and progress and use education instead of punishment wherever possible.

These are some of the techniques for establishing positive discipline. Other techniques are:

Maintain a general attitude of approval of the organization.

Let the men know that their officers are behind them as long as they perform their duties to the best of their abilities.

Let the men know what is expected of them.

(Go to page 35 and refer to it while listening to PART XI of the tape.)

c. Fear, which is always present in combat, can become panic under extreme stress, when a person is poorly prepared, or when a breakdown of discipline occurs. The presence of panic, whatever its original cause, results in a loss of discipline.

This answer is correct.

(Go to page 41 and refer to it while listening to PART XII of the tape.)

Your Answer: a

Techniques for developing confidence in the individual and the group are: use preventive measures against panic, dispel loneliness, and avoid combat situations.

"...avoid combat situations." should immediately indicate that this answer is not correct. Accomplishment of the mission is first and foremost. If combat is involved, there is no way to avoid it. The proper method of promoting confidence is to design and conduct training exercises specifically to develop self- and team confidence. Explaining as much as possible about those situations which might generate fear, and helping to solve the personal problems which weaken confidence are the other methods of considerable value.

(Go to page 46 and refer to it while listening to PART XIII of the tape.)

Promote confidence to prevent panic

1) Use training problems to develop self- and team confidence.

2) Explain situations which might generate fear or panic.

3) Solve personal problems which weaken confidence.

(Go to page 42.)

Which of the following correctly describes techniques for promoting confidence in the individual and the group?

a. Techniques for developing confidence in the individual and the group are: use preventive measures against panic, dispel loneliness, and avoid combat situations. (Go to page 40.)

b. Techniques for promoting confidence in the individual and the group are: use confidence building exercises, explain potential panic situations, assist in solving personal problems, when possible. (Go to page 44.)

c. Techniques for promoting confidence in the individual and the group are: help the individual acquire self-confidence, keep the men informed about the opposition, assist in solving personal problems, explain the reason for an order. (Go to page 43.)

Your Answer: c

Techniques for promoting confidence in the individual and the group are: help the individual acquire self-confidence, keep the men informed about the opposition, assist in solving personal problems, explain the reason for an order.

This answer is vague and not directly in line with the points just presented. For simplicity, remember the techniques for promoting confidence in the individual and the group in the following terms:

Use training problems to develop self- and team confidence.

Explain situations which might generate fear or panic.

Solve personal problems which weaken confidence.

(Go to page 46 and refer to it while listening to PART XII of the tape.)

Your Answer: b

Techniques for promoting confidence in the individual and the group are: use confidence building exercises, explain potential panic situations, assist in solving personal problems, when possible.

That is correct.

(Go to page 46 and refer to it while listening to PART XIII of the tape.)

Your Answer: b

LTJG Flynn might make a tour and chat with each man. Since the personnel are physically close together already, he could relieve some loneliness by getting them to talk to one another.

These are ways LTJG Flynn may be able to dispel loneliness, but he should also let the men know the location of friendly units and how they may help, if needed. Certainly, he should keep the men busy.

(Go to page 51 and refer to it while listening to PART XIV of the tape.)

Prevent panic when combat is imminent.

1) Keep the men busy.

2) Dispel loneliness by keeping men together and visiting the groups.

3) Indicate where friendly units are located.

(Go to page 47.)

On a Swift boat going into a dangerous operation, such as a raid into VC territory in the delta region near Saigon, with direct exposure to shore fire, the crew will naturally experience fear and will most likely exhibit loneliness. The officer in command, LTJG Flynn, notices the symptoms and wants to prevent possible panic.

Which of the following explains the appropriate action he might take to prevent panic in the crew?

a. LTJG Flynn might make a speech to all the men telling them that their fear and loneliness are natural and not to worry about it. (Go to page 48.)

b. LTJG Flynn might take a tour and chat with each man. Since the men are physically close together already, he could relieve some loneliness by getting them to talk to one another. (Go to page 45.)

c. LTJG Flynn might get the men to talk to one another, take a tour and talk to the men and tell them about the assigned combat air cover from the carriers, which is ready to help, and keep them busy checking ammo, weapons and other equipment. (Go to page 49.)

d. LTJG Flynn can dispel loneliness by telling the men about the assigned combat air cover which is airborne from the carriers and ready to help. (Go to page 50.)

Your Answer: a

LTJG Flynn might make a speech to all the men telling them that their fear and loneliness are natural and not to worry about it.

A speech by LTJG Flynn in these circumstances is not likely to have much effect. He should, instead, dispel loneliness by visiting various groups, explain where friendly units are and how they may help, and keep the men busy.

(Go to page 51 and refer to it while listening to PART XIV of the tape.)

Your Answer: c

LTJG Flynn might get the men to talk to one another, take a tour and talk to the men himself, tell them about the assigned combat air cover from the carriers which is ready to help, and keep them busy checking ammo, weapons and other equipment.

These are the three methods of preventing panic when combat is imminent.

(Go to page 51 and refer to it while listening to PART XIV of the tape.)

Your Answer: d

LTJG Flynn can dispel loneliness by telling the men about the assigned combat air cover which is airborne from the carriers and ready to help.

This information will do much to prevent panic. To dispel loneliness, however, LTJG Flynn should keep the men together as much as possible and visit various groups. Keeping the men busy checking ammo, weapons and other equipment is another excellent technique for preventing panic.

(Go to page 51 and refer to it while listening to PART XIV of the tape.)

Prevent fear from becoming panic

1) Explain fear and its symptoms early in every man's military career.

2) Have the medical officer discuss the psychology and the effects of fear.

3) Discuss fear positively and cite veterans' experiences.

(Go to page 52.)

During crossings of the Atlantic in the early days of World War II, thousands of tons of Allied shipping were sunk by German U-boats.

The Germans used wolfpack tactics, massing their attacks and frequently attacking escorts. The crew of a certain destroyer, escorting a slow convoy, exhibited such symptoms as fatigue, trembling, pounding hearts, and sinking or sick feelings in their stomachs.

Which of the following explains what each officer should do about the situation?

a. Since the men are not displaying symptoms of fear, the leader should leave the situation in the hands of the medical officer.

b. Since the men are displaying symptoms of fear, the leader should use appropriate techniques to prevent panic. The techniques might include a speech on the abnormality of fear.

c. Although the men are not displaying symptoms of fear, the leader should use appropriate techniques to prevent panic. The techniques might include keeping the men busy, dispelling loneliness, and keeping the men as informed as possible.

d. Since the men are displaying symptoms of fear, the leader should use appropriate techniques to prevent panic. The techniques might include keeping the men busy, dispelling loneliness, keeping the men as informed as possible, relating veterans' experiences, instilling confidence in individuals and groups, and removing personal problems as much as possible.

(Now, turn to page 55 to confirm your answer.)

Discipline prevents panic in combat

1) Counseling, encouragement and, when necessary, mild punishment help the individual acquire self-discipline.

2) Explaining the reason for an order, when possible, fosters self- and group discipline.

3) Explain to the men what is known of the tactics, weapons, and battle plan of the opposition.

(Go to page 54.)

Which of the following correctly describes preventive measures against panic that are used during training?

a. Preventive measures against panic that are used during training are: developing self-discipline through judicious use of encouragement, counseling, and mild punishment, and dispelling loneliness in the men.

b. Preventive measures against panic that are used during training are: telling the men what is known of the tactics, weapons, and battle plan of the opposition, and keeping the men close together.

c. Preventive measures against panic that are used during training are: developing self-discipline through judicious use of encouragement, counseling, and mild punishment, explaining the reason for giving an order before giving it, and telling the men what is known of the tactics and weapons of the enemy and the battle plan of the ship or task force.

(Now, turn to page 56 to confirm your answer.)

d. Since the men are displaying symptoms of fear, the leader should use appropriate techniques to prevent panic. The techniques might include keeping the men busy, dispelling loneliness, keeping the men as fully informed as possible, relating veterans' experiences, instilling confidence in individuals and groups, and removing personal problems as much as possible.

This is correct.

(Go to page 53 and refer to it while listening to PART XV of the tape.)

c. Preventive measures against panic that are used during training are: developing self-discipline through judicious use of encouragement, counseling, and mild punishment, explaining the reason for giving an order before giving it, and telling the men what is known of the tactics and weapons of the enemy and the battle plan of the ship or task force.

This is the correct answer.

(Go to page 58 and refer to it while listening to PART XVI of the tape.)

Your Answer: b

He might inform the men during his initial meeting with them that he will tolerate no insubordination.

This probably will not prevent insubordination. The leader will achieve better results if he maintains discipline by reinforcing positive attitudes toward obedience, and does whatever possible to develop team spirit among the men.

(Go to page 62 and refer to it while listening to PART XVII of the tape.)

Techniques for preventing insubordination

1) Maintain discipline by reinforcing positive attitudes toward obedience.

2) Develop team spirit.

(Go to page 59.)

LT Williams is the new Weapons Officer aboard a DD. He was a division officer on a previous ship and had problems with insubordination among his men at that time. He wishes to prevent any recurrence of insubordination in his new assignment.

Which of the following correctly describes techniques LT Williams might use to prevent insubordination?

a. He might stress teamwork at all times in order to develop team spirit among his men. (Go to page 61.)

b. He might inform the men during his initial meeting with them that he will tolerate no insubordination. (Go to page 57.)

c. He might simply maintain discipline at all times by generously reinforcing positive attitudes toward obedience. (Go to page 64.)

d. He might maintain discipline by reinforcing positive attitudes toward obedience and developing team spirit among his men. (Go to page 60.)

d. He might maintain discipline by reinforcing positive attitudes toward obedience, and developing team spirit among his men.

That is correct.

(Go to page 62 and refer to it while listening to PART XVII of the tape.)

Your Answer: a

He might stress teamwork at all times in order to develop team spirit among his men.

Developing team spirit is one technique for preventing insubordination. Another technique is maintaining discipline by reinforcing positive attitudes toward obedience.

(Go to page 62 and refer to it while listening to PART XVII of the tape.)

Dissent

1) Dissent erodes discipline.

2) Dissent and the system are incompatible.

3) Dissent endangers the security and welfare of the nation.

(Go to page 63.)

Which of the following correctly relates dissent and the system?

a. Since dissent erodes discipline, dissent and the system are incompatible.

b. Since dissent endangers the security and welfare of the nation, dissent and the system are incompatible.

c. Since dissent erodes discipline and endangers the security and welfare of the nation, dissent and the system are incompatible.

d. Dissent and the system are incompatible only when discipline is low and the security of the nation is weak.

(Now, go to page 65 to confirm your response.)

Your Answer: c

He might simply maintain discipline at all times by generously reinforcing positive attitudes toward obedience.

Maintaining discipline by reinforcement is one technique for preventing insubordination. Equally important is developing team spirit.

(Go to page 62 and refer to it while listening to PART XVII of the tape.)

c. Since dissent erodes discipline and endangers the security and welfare of the nation, dissent and the system are incompatible.

This is the correct answer.

(Turn to page 66.)

You have now completed Segment II of Part Ten, in which you learned techniques for the development and maintenance of discipline.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART TEN

DISCIPLINE

Segment II

Development and Maintenance of Discipline

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DEVELOPMENT AND MAINTENANCE OF DISCIPLINE

PROGRESS CHECK

Question 1.

Select the statement that best describes the influence of reward on discipline.

a. The judicious use of rewards is one method of improving discipline.

b. The use of rewards is not related to discipline.

c. The use of rewards erodes discipline and should be avoided.

d. The use of rewards is the only way to improve discipline.

Question 2.

Complete the following statement:

The two basic motives by which men are controlled are:

1. Fear of punishment
2. Heroism
3. Hope of reward
4. Patriotism
5. Discipline
6. Fear of authority

a. 3 and 4

b. 5 and 6

c. 1 and 3

d. 2 and 5

Question 3.

Select the statement that correctly describes the influence punishment has on discipline.

a. Punishment is not related to discipline.

b. Punishment, when judiciously administered, promotes firm discipline.

c. Punishment is the only way to develop firm discipline.

d. Punishment establishes loyalty to leadership.

Question 4.

Select the statement that correctly describes the disadvantage of punishment.

a. Punishment does not show individuals what to do, only what not to do.

b. Punishment is not always effective because frequently, the punishment inflicted is more severe than what was originally threatened.

c. Punishment creates competition rather than the desired cooperative relationship between leader and follower.

d. Both a and b above

Question 5.

LTJG Hogan wishes to improve the discipline in his gunnery unit.

Select the statement that correctly describes the technique LTJG Hogan should use to establish positive discipline in his gunnery unit.

a. Avoid making continual progress reports on the men whether the work is good or bad, because it makes the men self-conscious.

b. Let the men know exactly what is expected of them by always issuing clear and explicit orders.

c. Don't waste valuable time attempting to reeducate the men when mistakes occur; instill discipline by punishment because the men should have sufficient training by now.

d. Avoid the use of rewards, since rewards do not improve discipline.

Question 6.

Select the statement which best describes the relationship between fear, panic, and discipline.

a. Discipline is the training foundation upon which the normal fears of combat become controllable and without which these normal fears of combat might become uncontrollable and result in panic.

b. A unit may still have discipline even while experiencing panic. However, if the same unit exhibits fear, discipline will be nonexistent.

c. Individual members of a unit that has strict discipline are more likely to experience fear in combat than individuals of a weakly disciplined unit, but they are less likely to panic.

d. The breakdown of discipline and coordination produces fear, and although panic occurs when danger is perceived as involving an immediate bodily threat, it is a controllable emotion involving the whole physiological pattern.

Question 7.

One of the most successful civic action projects in Vietnam was the formation of Combined Action Platoons (CAP) made up of Marine volunteers from various units, a Navy corpsman, and local Vietnamese Popular Forces. These units were scattered throughout the countryside in isolated hamlets and operated without any close supervision or contact with other Marine units. The headquarters of these CAP's found that the loneliness of their isolated duty often presented problems.

Select the correct technique the Headquarters officers should use to dispel loneliness among these men.

a. The officers should visit the men frequently to help relieve anxiety.

b. When possible, the officers should keep the men informed concerning the location of other units.

c. The officers should insure that the men stay busy on their own position defenses and hamlet civic action projects to divert attention from their loneliness.

d. All of the above

Question 8.

While conducting firing exercises on the 40-mm gun, LTJG Holly noticed that GM Berry was abnormally cautious about handling ammunition. LTJG Holly was concerned about Berry's apparent fears during firing exercises.

Select the correct method LTJG Holly should employ to dissolve GM Berry's fears, so that when placed in a battle situation he will not panic and endanger the lives of his shipmates.

a. LTJG Holly should stress the fact that fear is a natural emotion; he should describe the symptoms to expect, and then relate experiences of veterans who have overcome fear during combat. LTJG Holly should always keep the tone of his vocal assurances positive and optimistic.

b. LTJG Holly should simply explain that the noise from the gun is harmless and that fear of noise is cowardly.

c. LTJG Holly should explain to GM Berry that he has been trained to work as a part of a highly efficient team and that his crewmates are depending on him.

d. LTJG Holly should use mild punishment to discourage GM Berry's apprehension about loading the gun.

Question 9.

During a training maneuver, Marine LT Dixon ordered his squad to advance on a particularly well protected enemy position. It took several orders, and finally a threatening command to move his men out of their positions. The assault on the simulated enemy position was judged costly, but successful.

From the following choices select the correct technique LT Dixon should use to prevent future insubordination.

a. Begin early and continue to develop and maintain team spirit and to reinforce positive attitudes toward obedience.

b. Develop and maintain a healthy competitive spirit and positive attitudes toward obedience will automatically result.

c. Encourage obedience by threatening punishment of insubordination.

d. All of the above

Question 10.

Select the statement that correctly describes the relationship between dissent and the "system."

a. Dissent is a necessary facet of military democracy.

b. Dissent is compatible with the system in cases of obvious mismanagement of authority.

c. Dissent is the only means of testing military authority.

d. Dissent erodes discipline and is totally incompatible with the military system.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Ten SEGMENT II

REMEDIATION TEXT Audio Script - Volume X-Script

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-2
2	c	Page 1
3	b	Pages 6-8
4	a	Page 7
5	b	Pages 9-12
6	a	Pages 9-14
7	d	Page 17
8	a	Page 18
9	a	Pages 20-22
10	d	Page 22
11		
12		
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PROGRAM FRAME ANSWERS

PART TEN

Segments I & II

PROGRAM FRAME ANSWERS

PART Ten SEGMENT I TYPE Intrinsically Programed Booklet PAGE 1 OF 1 PAGES

QUESTION PAGE	CORRECT ANSWER
3	c
5	b
10	c
16	a
19	d
23	a
30	b
34	d
37	b,e
43	c
46	b,d,e
51	b

QUESTION PAGE	CORRECT ANSWER
53	e
58	a
65	b
70	b
73	c
77	d
80	b,d
84	b
85	a
90	b,d,e
96	b
99	c

PROGRAM FRAME ANSWERS

PART Ten SEGMENT II TYPE Intrinsically Programed Booklet PAGE 1 OF 1 PAGES

QUESTION PAGE	CORRECT ANSWER
2	c
5	a
10	c
12	c
17	d
20	c
27	b
31	a
36	c
42	b
47	c
52	d
54	c
59	d
63	c